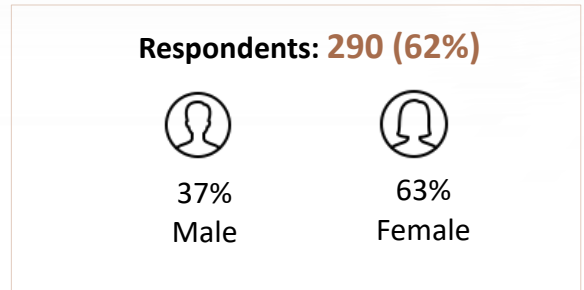
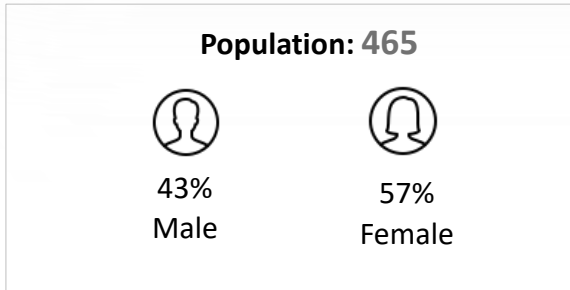
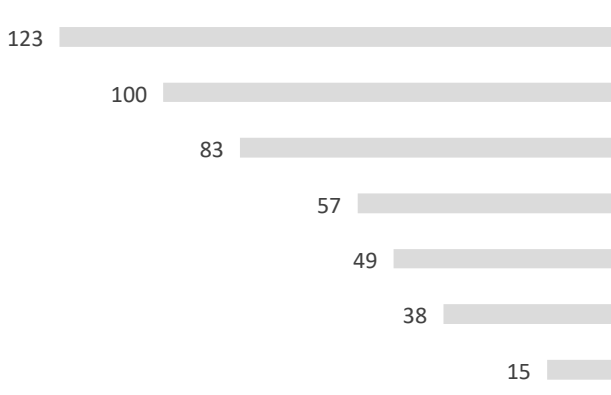


**POPULATION AND SURVEY RESPONDENT DISTRIBUTIONS**

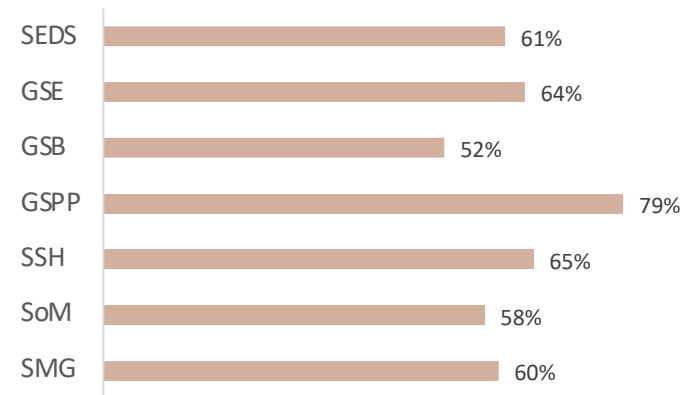


**Population and response rate by school**

**Population (count)**

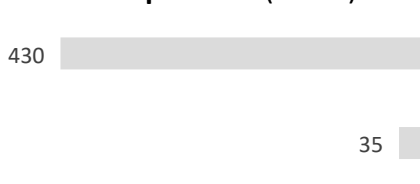


**Response rate (%)**

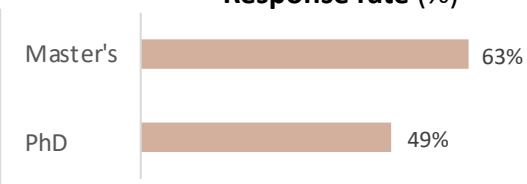


**Population and response rate by graduate program type**

**Population (count)**



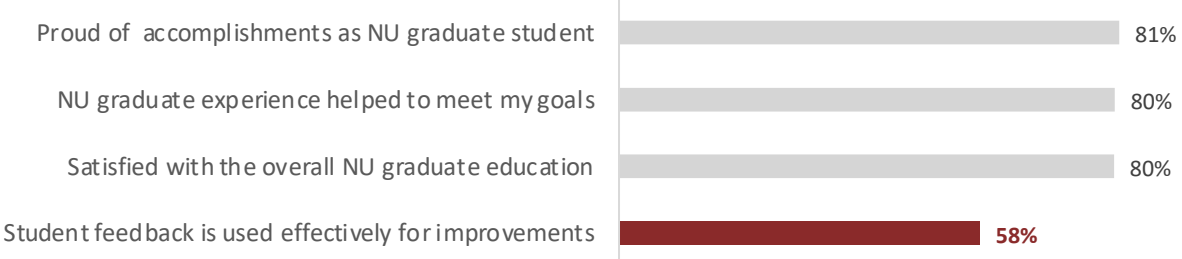
**Response rate (%)**



# PERCEPTION OF NU EXPERIENCES

## Perception of NU experiences\*

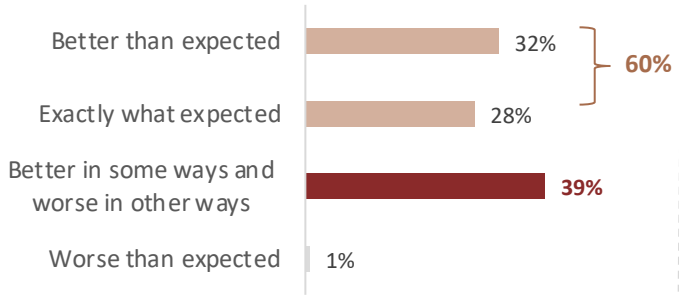
Students tended to be highly positive about their NU graduate experience (i.e. accomplishments, meeting goals, overall graduate education). However, they were less positive about how **effectively student feedback is used for improvements**.



## Match between student experience and expectations:

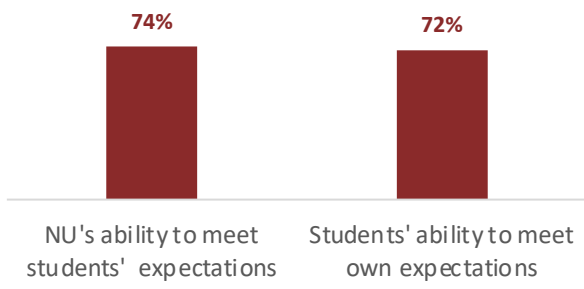
### How well experience matched expectations

**4 in 10 students** reported that their graduate experience matched their initial expectations better in some ways and worse in other ways. **6 in 10** students reported that their experience matched or exceeded their initial expectations.



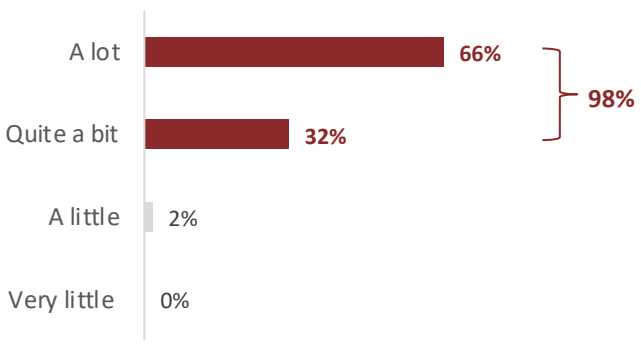
### Satisfaction with ability to meet expectations\*\*

More than **7 in 10 students** were satisfied or very satisfied with **NU's ability** and also with **their own ability to meet their expectations**.

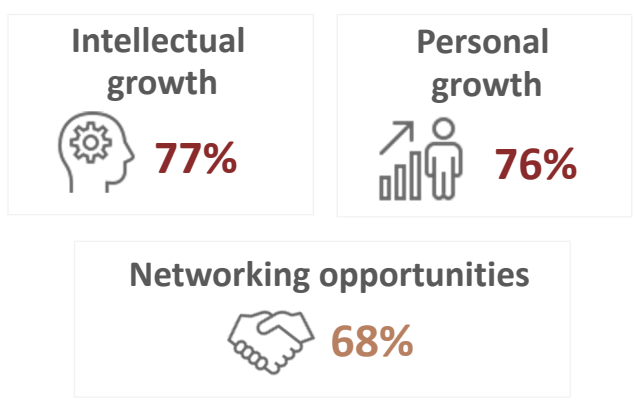


### Learning gains

**Almost all** students reported having **learnt substantially** during their graduate program.



### Students who indicated how NU met their needs "well" or "very well":



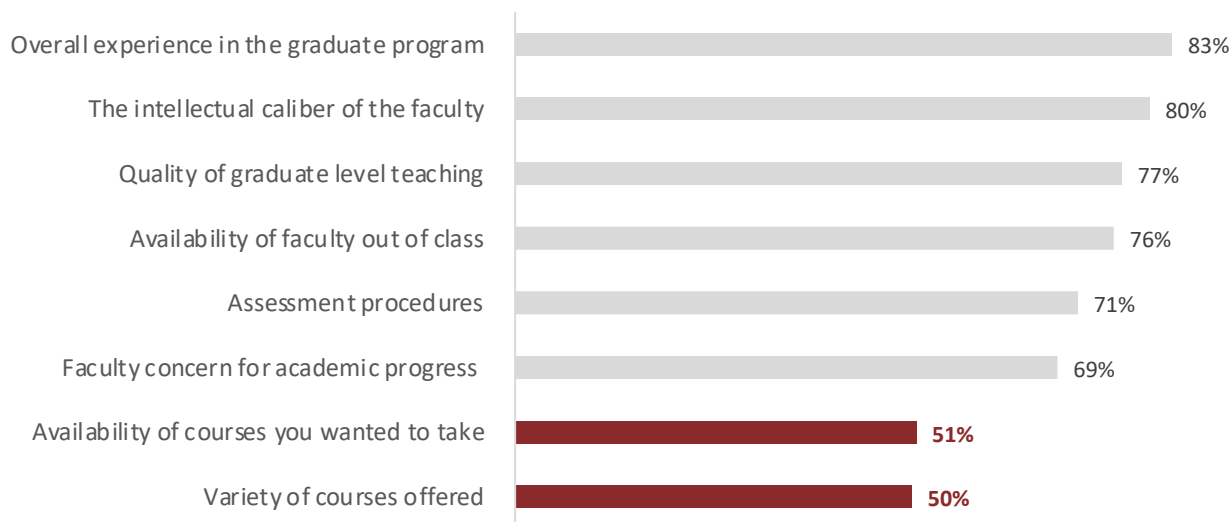
\* Numbers represent the percentage of respondents who selected the response categories "Agree" or "Strongly agree".

\*\* Numbers represent the percentage of respondents who selected the response categories "Satisfied" or "Very satisfied".

## SATISFACTION WITH ACADEMIC EXPERIENCES

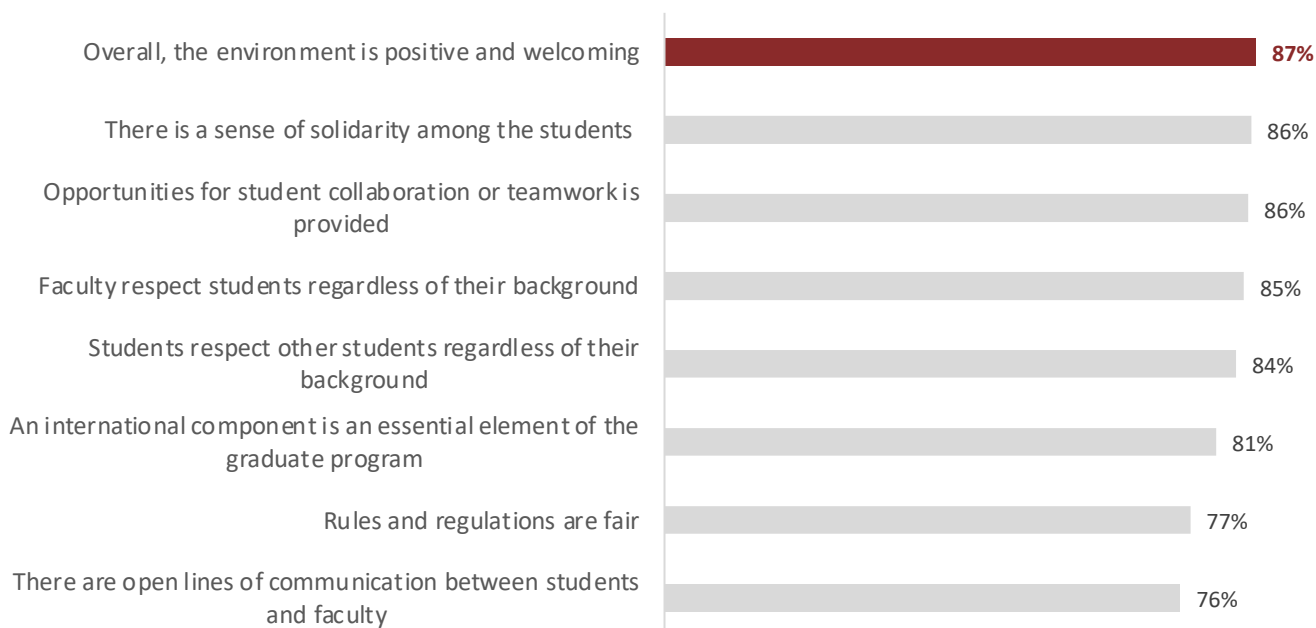
### Satisfaction with various aspects of the graduate program\*

The level of satisfaction with **course availability** and **variety** were substantially lower compared to satisfaction with other aspects of the graduate program.



### Graduate program experience\*\*

Overall, students were highly positive about various aspects of their graduate program environment, particularly how positive and welcoming the environment was.



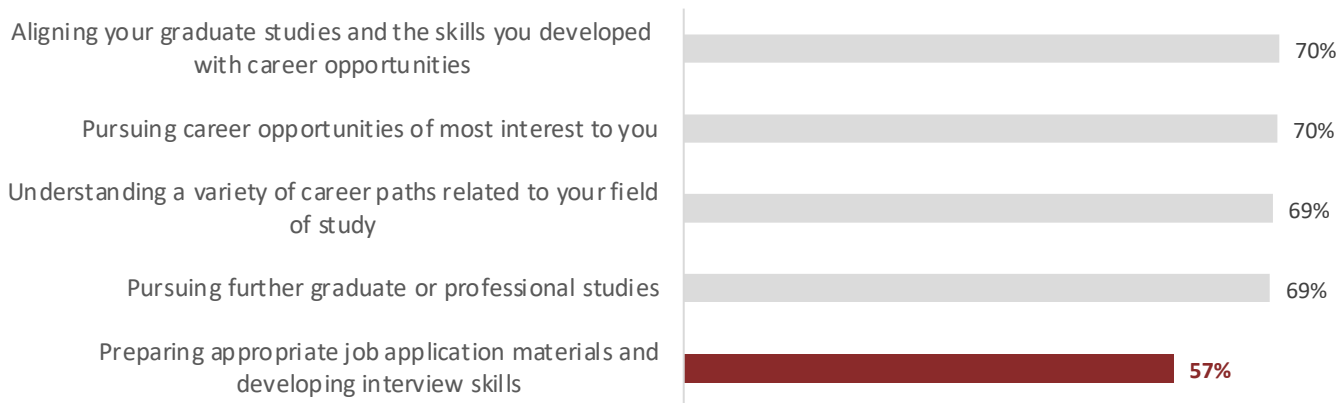
\* Numbers represent the percentage of respondents who selected the response categories "Satisfied" or "Very satisfied".

\*\* Numbers represent the percentage of respondents who selected the response categories "Agree" or "Strongly agree".

## PREPARATION FOR POST-GRADUATE PLANS

### Preparation for career and further studies\*

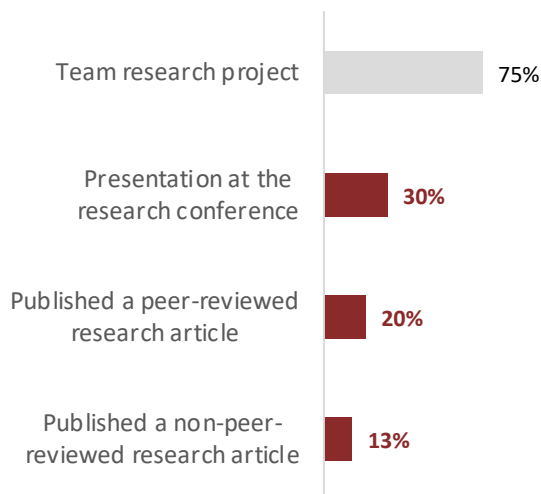
The majority of students (at least 7 in 10 students) felt well or very well prepared for future career and further studies. However, the proportion of students who felt well or very well prepared to **handle job application materials and interviews** was slightly lower (**about 6 in 10**).



## RESEARCH EXPERIENCE & TRAINING

### Research activities students were engaged in

Three quarters of the students had experience working in teams. 3 in 10 students presented their work at **research conferences**, 2 in 10 published **peer-reviewed** and 1 in 10 **non-peer-reviewed research articles**.



### Research related training\*\*

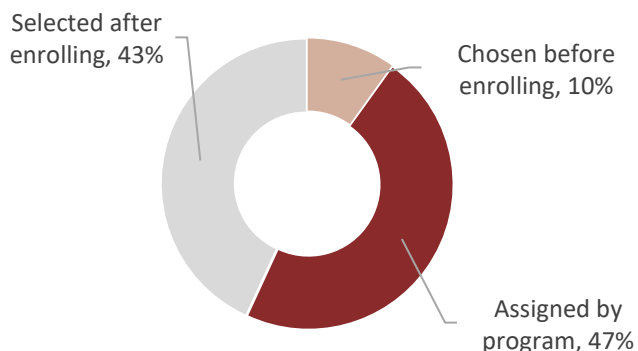
The vast majority of students ranked their understanding of plagiarism, use of scholarly resources and knowledge of professional/research ethics as major strengths. **Understanding and application of research methods** were seen as a major strength only by **6 in 10 students**.



## EXPERIENCE WITH RESEARCH SUPERVISOR

### Research advisor selection/assignment

About half of students were assigned a research supervisor/mentor by the program.

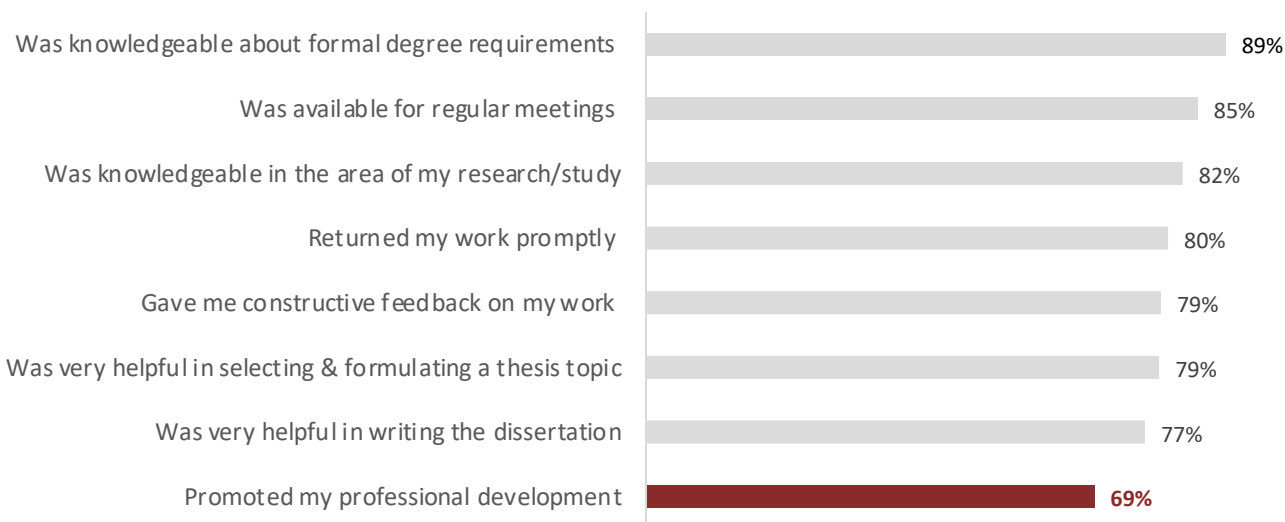


73%

of students communicated with their research advisors frequently.\*

### Evaluation of research supervisor\*\*

Students' ratings of their experiences with their research supervisor were highly positive. However the proportion of students who agreed or strongly agreed that the advisor promoted their professional development was slightly lower (about 7 in 10).



83%

of students agreed or strongly agreed that their research supervisor performed his/her role well overall.

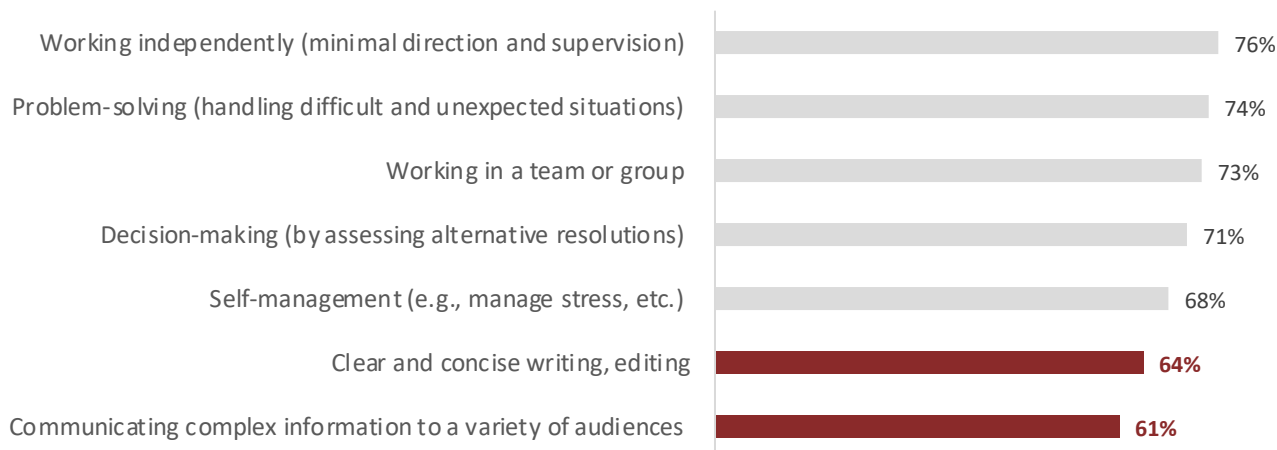
\* Numbers represent the percentage of respondents who selected the response categories "Often" or "Very often".

\*\* Numbers represent the percentage of respondents who selected the response categories "Agree" or "Strongly agree".

## SKILLS AND COMPETENCES

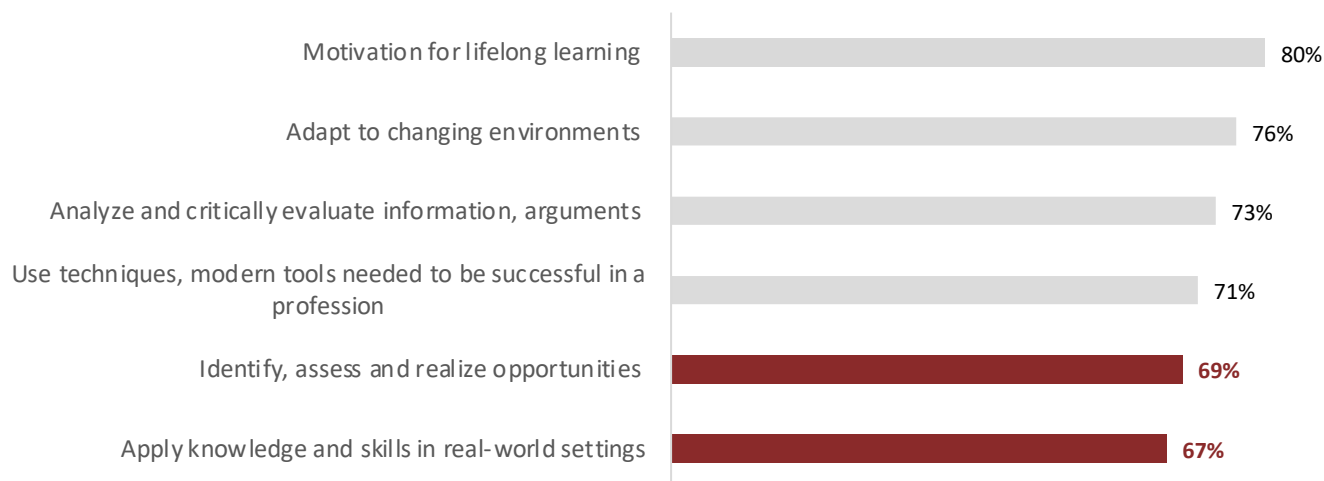
### Improvement of skills\*

Students were highly positive about how their graduate program helped them improve skills/competencies. However, **writing clearly/concisely** and **communicating complex information to a variety of audiences** appear to be the skills that students improved the least.



### Skills/abilities ranked as a strength\*

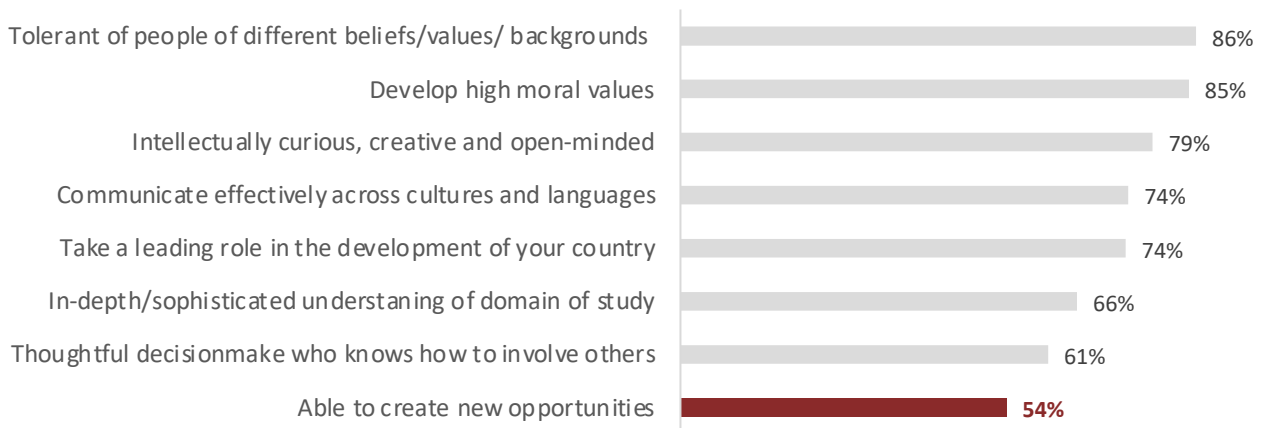
In general, students' assessment of their skills and abilities was highly positive (though slightly less so for **knowledge and skills application in real-world settings**, in particular).



## NU GRADUATE ATTRIBUTES

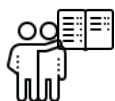
### NU Graduate attributes attainment\*

Students' ratings of their level of graduate attribute attainment tended to be high. The **ability to create new opportunities**, however, emerged as the attribute with the lowest rating (with **slightly over half of the students** rating their attainment as "high").



## PARTICIPATION IN KEY ACTIVITIES

Percent of students who "often" or "very often" participated in key activities :



**77%**

Study or work with other students on course assignments/projects



**38%**

Work on research projects with faculty members (besides primary research supervisor)



**21%**

Participating in extra-curricular activities (student club/government)



**15%**

Volunteer or engage in community service

## DIFFICULTIES ENCOUNTERED

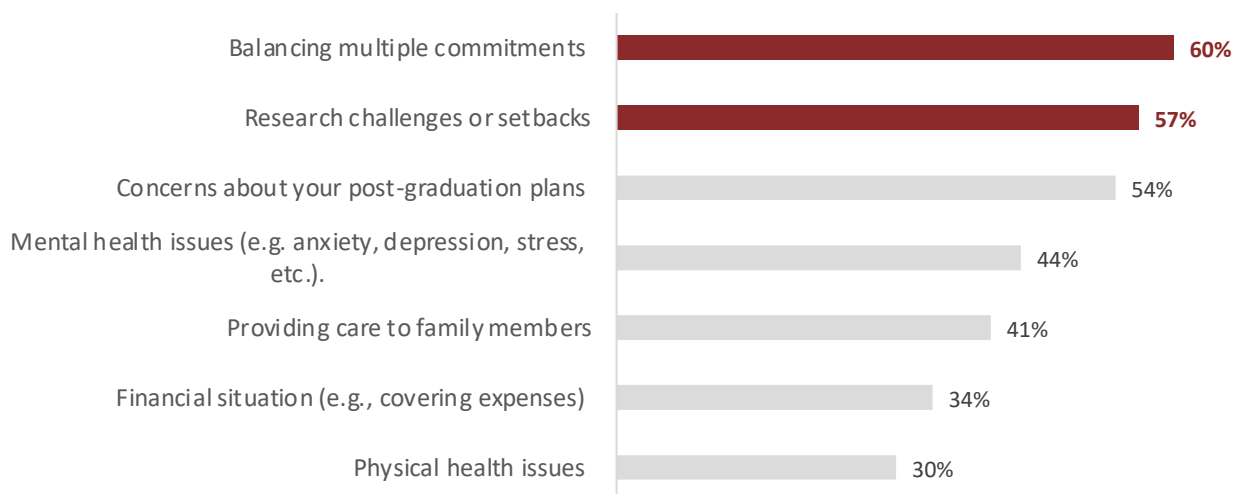
### Percent of students who encountered difficulties\*

In general, students did not encounter high levels of difficulties during their graduate studies at NU. **Thesis writing, time management** and **obtaining data for research** emerged as the areas where students experienced the greatest level of difficulty (with **4 in 10 students** rating the difficulty level as “high”).



### Sources of stress\*\*

**Balancing multiple commitment** and **research challenges/setbacks** were the most stressful aspect of graduate students’ experience (with **6 in 10 students** rating their stress level as “high”).



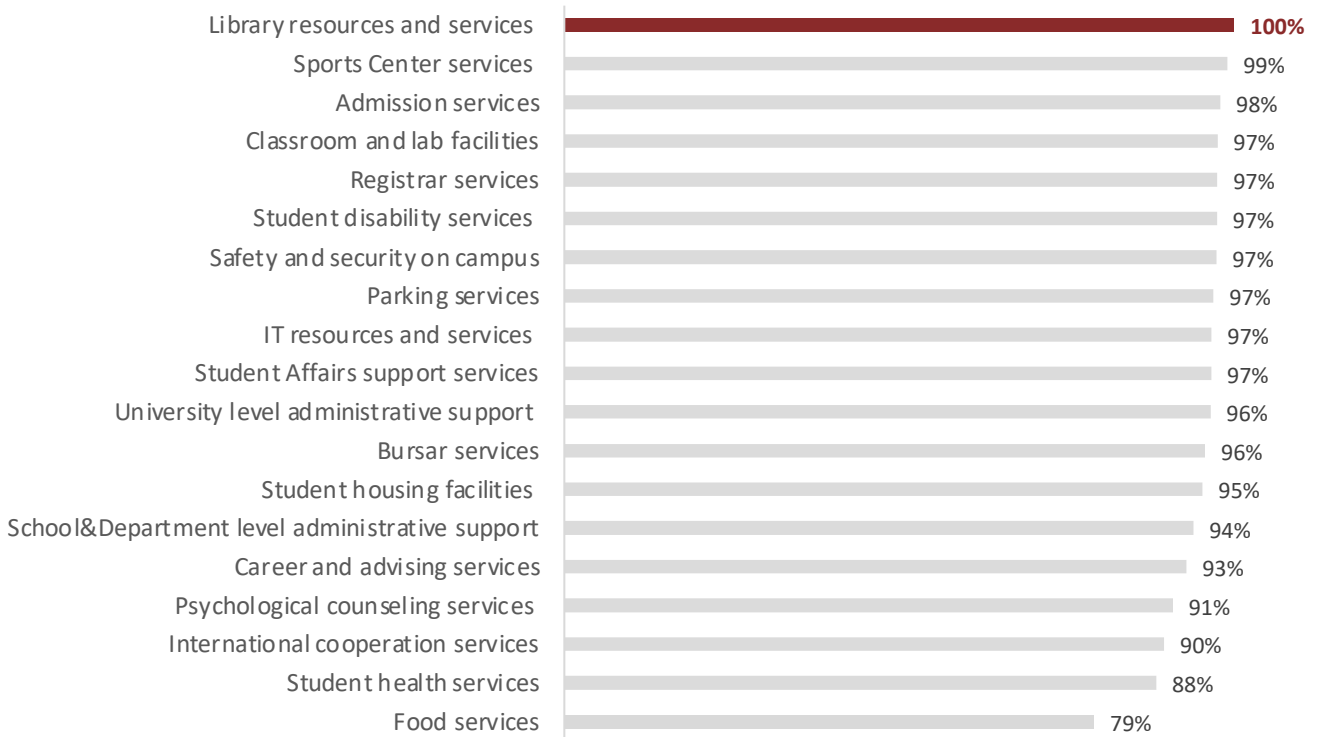
\* Numbers represent the percentage of respondents who selected the highest two response categories (“5” and “6”). Scale “1-6”.

\*\* Numbers represent the percentage of respondents who selected the highest two response categories “Moderately stressful” and “Very stressful”

## SATISFACTION WITH NON-ACADEMIC EXPERIENCES

### Satisfaction with NU services and facilities\*

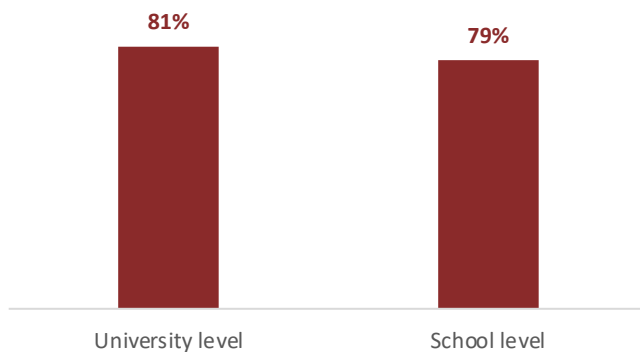
In general, students were highly satisfied with campus services and facilities. **Library resources and services** received exceptionally high ratings (with every graduate student being satisfied or very satisfied).



### Positive perception of administrative personnel\*\*

**8 in 10 students** found personnel both at the central University administration level and in their respective schools **helpful, considerate** and **flexible**.

Positive perception of administrative personnel at the

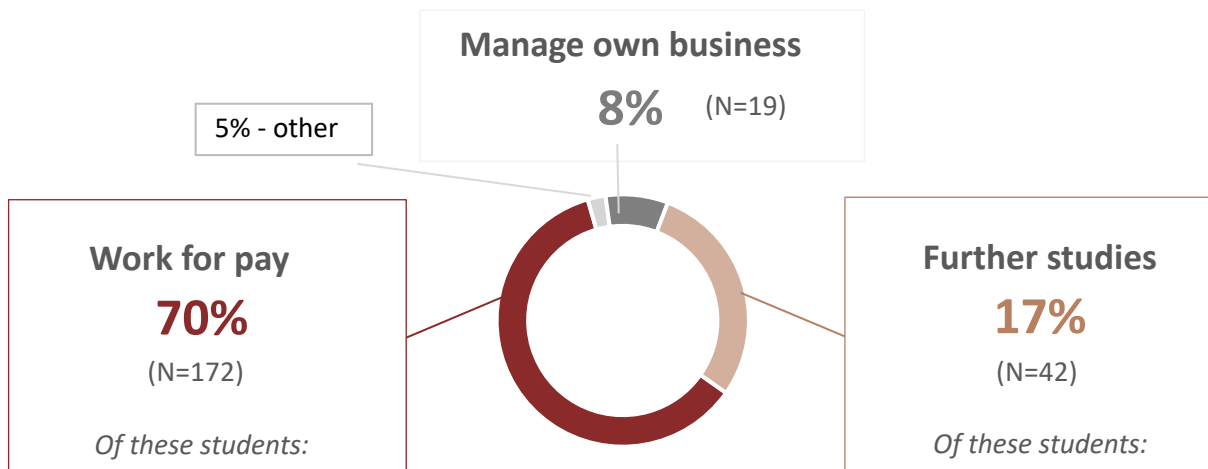


**About 8 in 10 students** agreed or strongly agreed that **rules and regulations** regarding non-academic issues are **clear and transparent**.

\*Numbers represent the percentage of respondents who selected the highest two response categories ("Satisfied" or "Very satisfied").

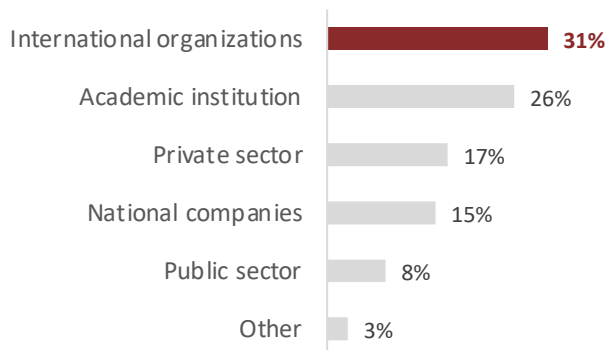
\*\*Numbers represent the percentage of respondents who selected the highest two response categories ("Agree" or "Strongly agree").

## POST-GRADUATION PLANS



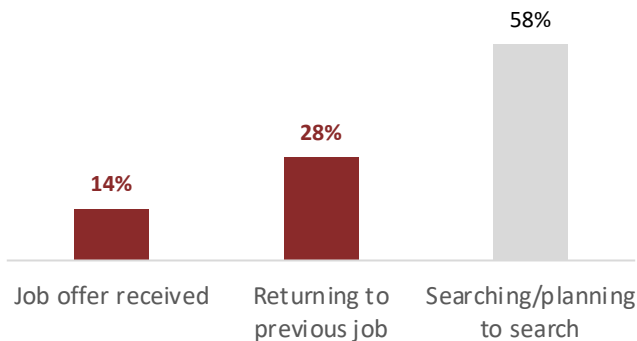
### Type of organization graduates plan to work in

**3 in 10** graduates\* plan to be employed in **international organizations**.



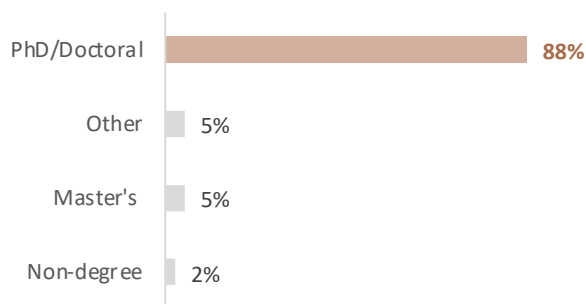
### Employment status

**4 in 10** students\* had either **received a job offer** or decided to **return to their previous job** at the point of graduation.



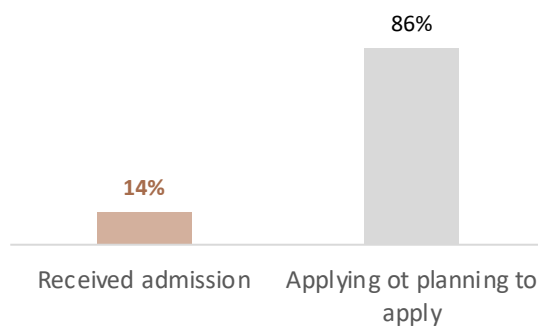
### Type of program graduates plan to pursue

**9 in 10** graduates\*\* plan to enroll in a **PhD program**.



### Application status

**Only a few** students\*\* (**14%**) had **received a graduate admission offer** at the point of graduation.



\* Of those 172 students who indicated planning to work after graduation.

\*\* Of those 42 students who indicated planning to study further after graduation.

## WORK DURING GRADUATE STUDIES

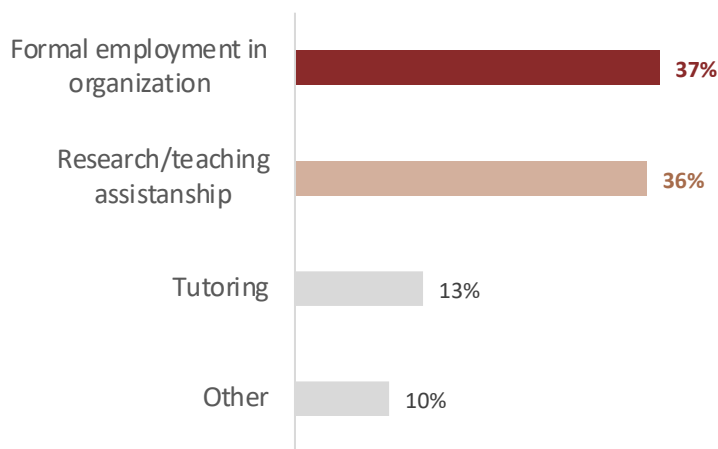
**6 in 10** students worked at some point during their graduate studies (N=153)

### Type of work

About **4 in 10** students\* held a **formal employment in an organization**. Another **4 in 10** were employed as **research or teaching assistants**.

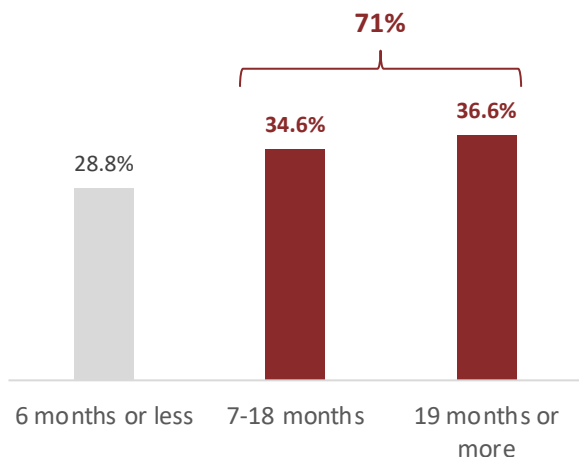


**52%** of the students who were employed worked **on campus**



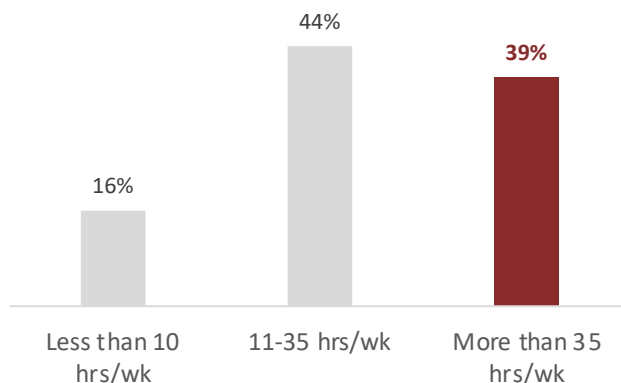
### Duration of work

**7 in 10** graduate students\* reported they had worked for **more than 6 months\*\*** during their graduate program.



### Number of hours worked

**4 in 10** students\* worked more than 35 hours during a typical week.



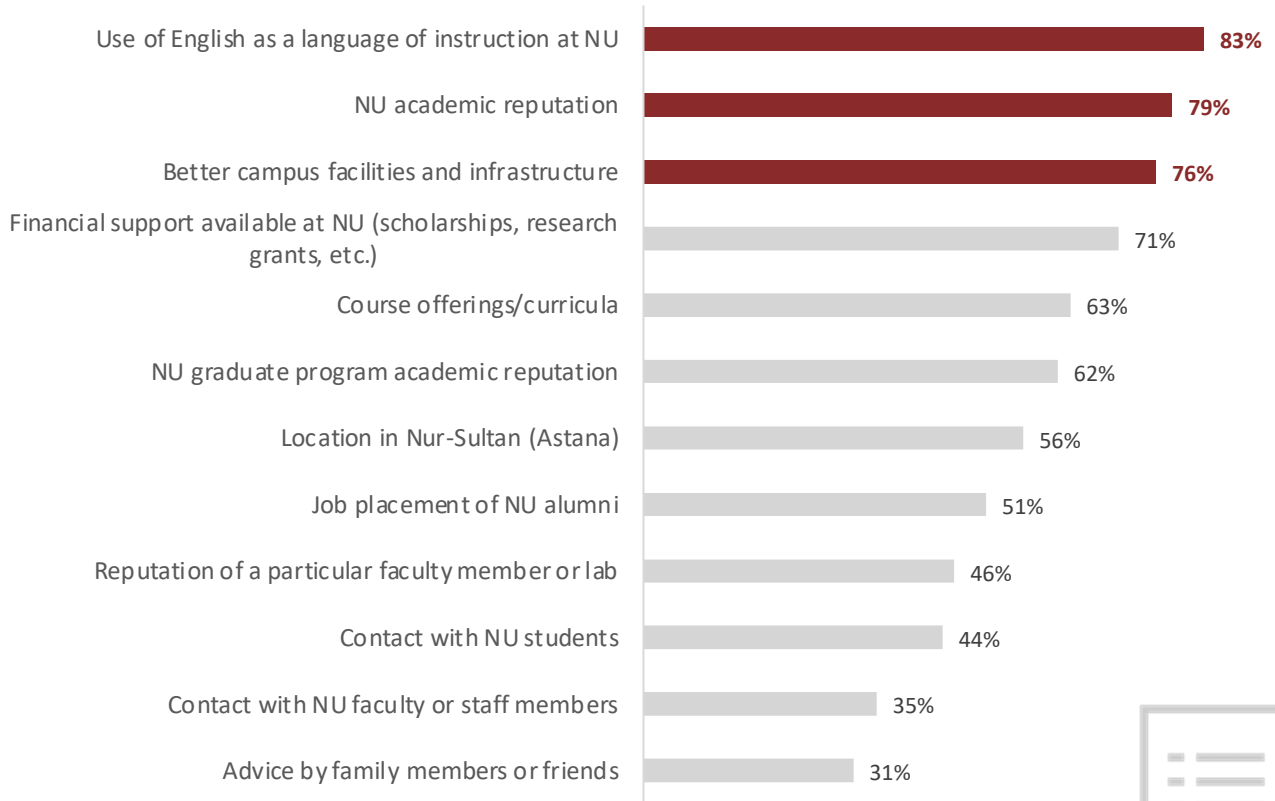
\* Of students who indicated they had worked at some point during graduate studies.

\*\* The cumulative duration of the period engaged in work during graduate studies.

## APPLYING TO NU

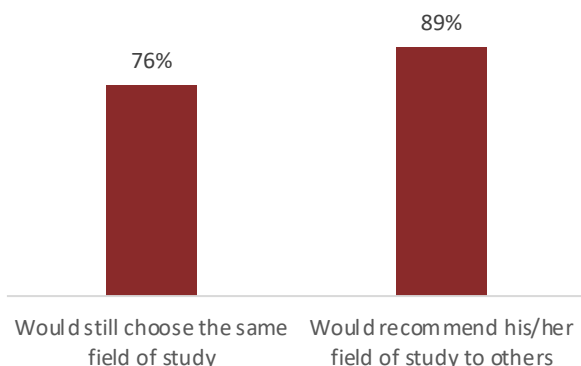
### Factors that were important in deciding to apply to NU\*

The vast majority of students (at least 3 in 4) reported use of **“English as a language of instruction”**, NU’s **academic reputation** and **campus facilities and infrastructure** as the most important factors for choosing NU.

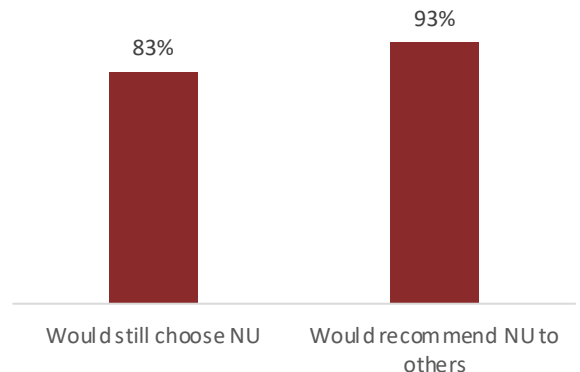


### Choosing graduate fields and NU again\*\*

**9 in 10** students would **recommend** their graduate **field of study** to others. **8 in 10** would still **choose** the same field, if they had to start over again.



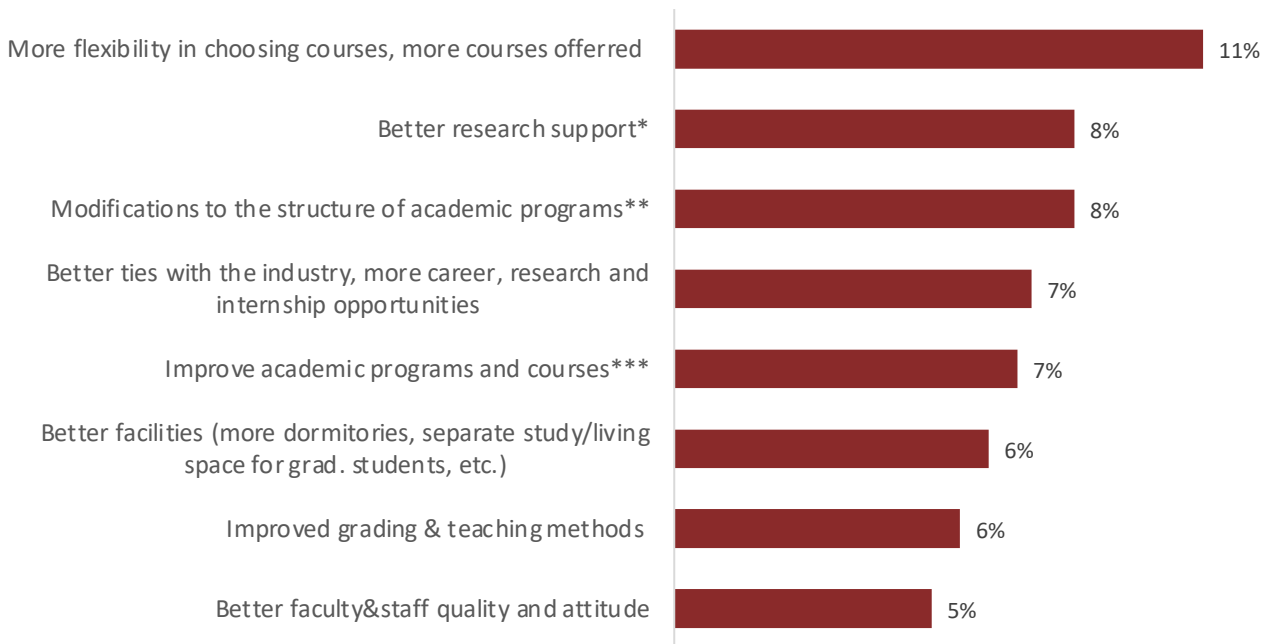
**9 in 10** students would **recommend** graduate study at NU to others. **8 in 10** students would still **select** NU for graduate study, if they had to start over again.



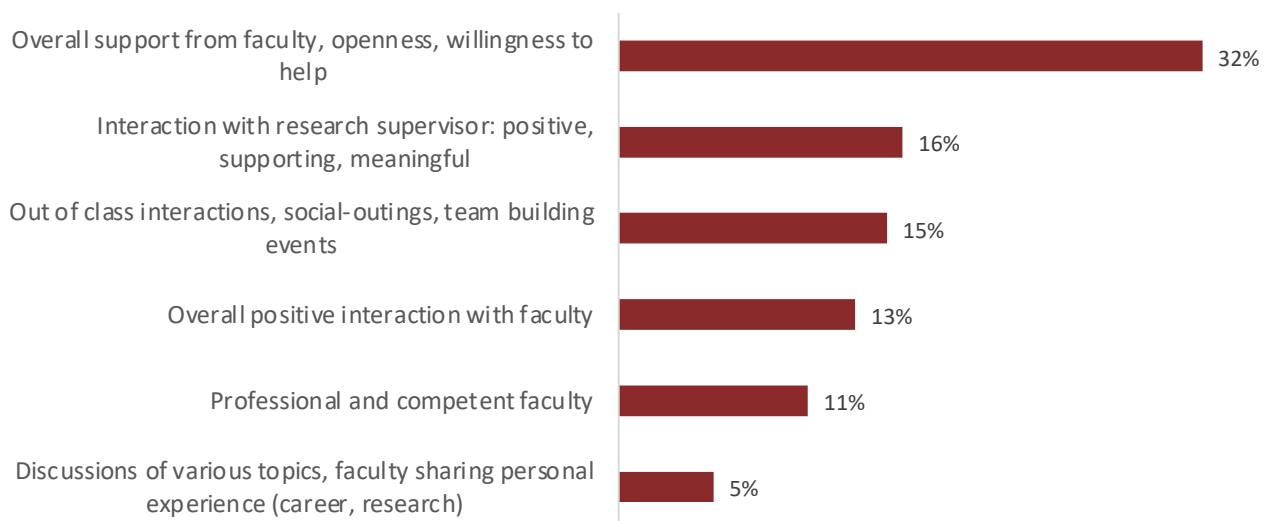
\*Numbers represent the percentage of respondents who selected the highest two response categories (“Somewhat important” or “Very important”).  
 \*\* Numbers represent the percentage of respondents who selected the response categories “Probably yes” or “Definitely yes”.

## NARRATIVE COMMENTS

### What NU could have done/changed to improve students' experience



### Most positive/meaningful interactions with faculty members



Only themes with a frequency count of at least 5% are displayed.

\*More research opportunities, better research related training, lab infrastructure/access, financial support, RA employment, etc.

\*\*Increase/decrease duration, morning/evening classes, more/less emphasis on individual assignments, research, thesis writing, etc.

\*\*\*Better fit to a graduate level, more practical, based on contemporary cases, etc.

## NARRATIVE COMMENTS

### Graduates' advice to new NU graduate students



**18%**

Manage **time** wisely,  
avoid procrastination



**13%**

Seize **opportunities**  
available at NU  
(academic, research,  
extracurricular, etc.)



**12%**

**Study/work**  
diligently, start  
assignments early



**9%**

Start **research** early,  
carefully choose  
research topic &  
supervisor



**8%**

**Be prepared** to  
manage stress and  
**face challenges**



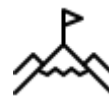
**7%**

**Network** with  
faculty, students,  
be proactive



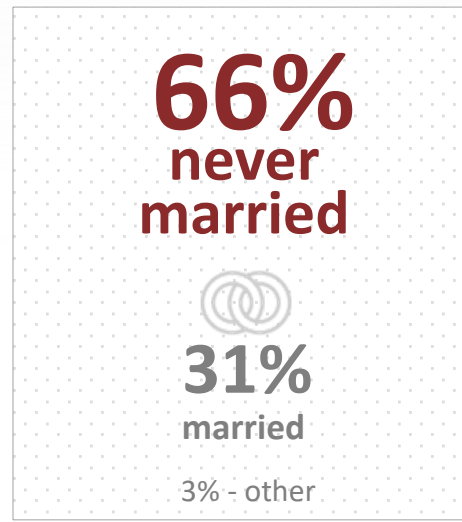
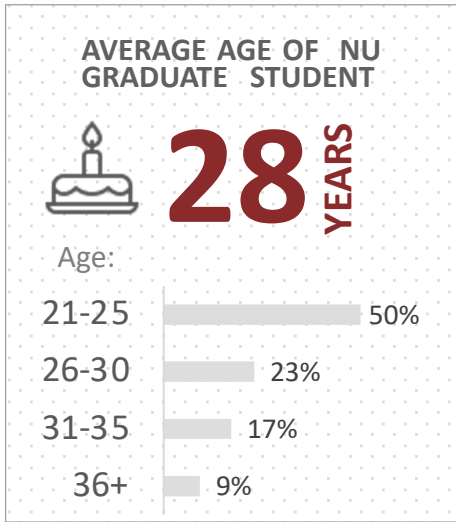
**6%**

Everything is  
doable, **enjoy** time  
at NU



**5%**

Set clear **goals**, align  
studies with future  
career plans

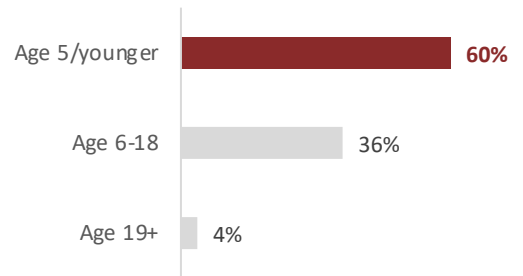


**23%** obtained their **Bachelor's** degree at NU



**33% have kids**  
(N=68)

Respondents have children/dependents of age:



**Highest level of formal education completed by parents/guardians**

Students reported high levels of parental education. About **7 in 10** students reported their **mothers** and **fathers** have a university level (Bachelor's or advanced) degree.

